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THE TEACHER AUXILIARY--AIDE OR MAID, AN ANALYSIS WITH ANNOTATED BIBLIOGRAPHY.

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THIS PAPER SUMMARIZES AND EVALUATES THE AVAILABLE LITERATURE AND RESEARCH ON THE EMPLOYMENT OF TEACHER AIDES IN OUR PUBLIC SCHOOLS. FIRST, THE PRESENT STATUS OF THE TEACHER AIDE IS DEPICTED, AS WELL AS CURRENT TRENDS IN THE UTILIZATION OF SCHOOL AIDES. THEN THE AIMS OF VARIOUS TEACHER AIDE PROGRAMS ARE DESCRIBED IN DETAIL, COVERING THE FULL RANGE OF DUTIES ASSIGNED TO THE AUXILIARY, AS WELL AS THE PROBLEMS ENCOUNTERED AND THE SOLUTIONS THAT HAVE BEEN ATTEMPTED. FINALLY, PAST AND PRESENT TECHNIQUES AND PROGRAMS ARE ANALYZED AND EVALUATED, AND NEEDED RESEARCH AND FOLLOW-UP STUDIES IN THE AREA ARE SUGGESTED. (RP)

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# THE TEACHER AUXILIARY: AIDE OR MAID?

## An Analysis with Annotated Bibliography

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This article summarizes the present status, aims, problems and helpful practices of teacher aide programs in order that the annotated bibliography following this summary will be placed in a more meaningful perspective. This summary also provides a basis for recommended research and follow-up studies with which this paper concludes.

## Present Status and Current Trends in Teacher Aide Programs

The emergence of the school aide on the American scene is a widespread and accelerating phenomenon. Burton (1967) reported that 41% of the nation's school districts enrolling 6,000 or more pupils have some form of teacher aide program. Increasing use of aides is shown by the NEA finding (1967) that 40.1% of sample schools with teacher aide programs in the 1965-66 school year were using them for the first time, as against 36.4% which had instituted such programs during the 1960-65 period. Presently operating programs include more than 40,000 people, working in various capacities to help regular school personnel in their work. Rates of pay, conditions of employment, and duties performed were found to vary greatly from district to district (National Education Association, Research Division, 1967).

There can be little doubt that the trend toward increasing use of teacher aides will continue. A teacher aide study in Bay

City, Michigan found that there was a large reservoir of untapped talent in the community that was eager and able to assist the schools (The Bay City Michigan Experiment, 1956). The present emphasis on community involvement in the educational enterprise in urban and suburban areas indicates that this reservoir of talent will be increasingly used to irrigate the field of education. It becomes necessary, then, to assess the various dimensions of this trend to see whether this "irrigation" is likely to result in increased production or a crop failure.

## Aims of Teacher Aide Programs

A major aim has always been to make the teacher's job more manageable (Denemark, 1966). Since much of a teacher's day is taken up with duties that do not require a professional degree (duplicating instructional materials, etc.) (Rivers, 1966; Using Teacher Aides, 1965), a nonprofessional could handle these, freeing the teacher to help individual children with their educational problems (Foster, 1964; Hanson, 1966).

A second aim has been to increase school-community rapport by encouraging greater community participation in the educational effort (D'Heurle, et. al.; Goldstein, 1966). This is particularly important in a time of increasing tensions between school and community.

A third goal has been to use the program as a vehicle for encouraging the "disadvantaged" adult to continue his education with a view to qualification as a regular teacher and thus help ease the chronic teacher shortage or help him to continue on to other occupations (Attebery and Gibson, 1966; Greenberg, et. al., 1967; MacLennan, 1966; Pope and Crump, 1965).

## Duties Assigned to Teacher Aides

Duties and the grade levels at which they are performed vary greatly. Although all levels of education use aides, they are most often found in the pre-primary and intermediate grades (Samter, 1963). The early use of teacher aides seemed to have focussed on the "housekeeping" and clerical aspects of teaching and of school administration (Emmerling and Chavis, 1966; National Education Association, Research Division, 1967; Rioux, 1965).

These included such necessary but non-teaching duties as running duplicating machines, helping with children's clothing, keeping track of money collections, keeping the classroom neat, and setting up and operating audio-visual equipment. More recently there has been greater emphasis on interaction with pupils in such areas as playground and cafeteria supervision, story reading, test and composition correction, and individual and small group tutoring (Auxiliaries in Every School? Labour Will End Selection at Eleven, 1964; Herman, 1967; Otterness, et. al., 1963; Teacher Aides, 1967).

There has also been greater use of teacher aides as emergency teachers (Goldstein, 1966). The use of aides for instructional functions has served to point up the central issue of controversy, which is the boundary between duties and responsibilities which may be assigned to an aide and those which are exclusively assigned to a professionally trained person (Anderson, 1964; Esbensen, 1966; Greenberg, et. al., 1967; Otterness, et. al., 1963; Riessman, 1966; Rivers, 1966). This is the point which has aroused the National Union of Teachers' opposition to the use of teacher auxiliaries in England (Auxiliaries, N. U. T. Objection, 1965).

The boundary between professional and non-professional responsibilities, drawn just short of actually teaching pupils, is no longer in effect. Many teacher aides are teaching and tutoring small groups of children and engaging in remedial activities with them (Anderson, 1964; Brunner, 1966). The new boundary that seems to be emerging is not about the question of "who does what?" but rather "who plans what?" The act of teaching may often be delegated to the nonprofessional, but the planning of what is to be taught remains the exclusive prerogative of the licensed teacher.

## Problems and Means of Dealing with Them

The use of teacher aides has sometimes led to disciplinary problems with pupils (Cutler, 1964), resulting from lack of agreement between teacher and aides regarding the nature of their relationships with

the pupils and the consequent tendency of the pupils to play one against the other. Children may often be quite adept at this, having had years of experience at it with their parents.

Staff relationships are another area of possible strain arising from the use of teacher aides. The more people engaged in any enterprise, educational or otherwise, the greater the likelihood of tension arising from the interplay of different personalities, individual philosophies and backgrounds. The school situation, with its high degree of staff interaction in a relatively isolated social environment, is particularly susceptible to conflicts of this nature.

How may the various problems involved in the use of teacher aides be overcome? Now, after several years of experience, the answers to this question are becoming more apparent.

Disciplinary problems arising from discord between teacher and aide can only be overcome by rapport between teacher and aide, leading to mutual understanding regarding the handling of classroom problems. (Goldstein, 1966; Hanson, 1966).

Studies agree that a well-thought-out preservice and inservice training program for the teacher aide is the overriding prerequisite for the success of a teacher aide program. All studies and reports agree that most programs stand or fall on this essential element (Attebery and Gibson, 1966; Clarke, 1966; DeBernardis, 1965; Greenberg, et. al., 1967; Schauland, 1967).

Bases for selecting aides is the second important element. Educational qualifications are seen to be less consequential than social,

emotional, and motivational characteristics (Rivers, 1966). Most programs require a high school education, some a college degree, while others operate successfully with people who have only an elementary school education (National Education Association, Research Division, 1967). There is substantial agreement that a good training program can generally prepare aides for their duties almost regardless of educational background (Rivers, 1966). However, no training program can remedy emotional instability, insensitivity to children's needs, or weak motivation for working with children.

It is important that teacher aides be assigned only to teachers who desire them (Foster, 1964; Riessman, 1966). In view of reported tensions between teachers and aides, it is particularly necessary that there be a clear role definition so that both understand the boundaries of their respective duties, responsibilities, and prerogatives. Success of teacher aide programs may often depend upon the willingness of the teacher to freely delegate those responsibilities that can properly be handled by the teacher aide (Goldstein, 1966; Marks, 1964).

The successful use of teacher aides also seems to be related to the degree to which their use is institutionalized. They should be used in regular, planned, long range programs and not resorted to as temporary, crash measures in response to emergency situations.

## Evaluations of Teacher Aide Programs

The evaluation of teacher aide programs to date is, of course, directly related to what was expected of them. The more they fulfilled these expectations, the more they could be considered as successful. There do not seem to be any universally accepted criteria for success for aide programs.

Concerning the aim of making the teacher's job more manageable, there is almost unanimous agreement that teacher aide programs have been outstandingly successful in freeing the teacher from many non-teaching labors and allowing him to better individualize instruction (Bowman and Klopf, 1967; Emmerling and Chavis, 1966; Erickson, 1966). There is substantial agreement that teacher aide participation in the schools has served to increase school-community rapport (D'Heurle, et. al., 1957; Goldstein, 1966; Riley, 1964). The goal of teacher aide programs to encourage disadvantaged community members to continue their education so as to qualify for teaching and other occupations cannot be evaluated at this time. Although there are some encouraging reports, definitive evaluations of the success of this aim are not yet available.

There is widespread agreement that the use of education students as teacher aides preceding student teaching has been extremely helpful to the student and to the school (Anderson, 1964; Hullfish, 1957; Teacher Aides, 1967). Students testified to the value and importance

of this experience in their educational development (Brewton, 1964; Miller, 1963).

Another important use of teacher aides has been as an assistant to a teaching team. The use of teacher aides is almost a necessity for the proper utilization of professional manpower. They free professional personnel from routine duties and allow them to concentrate on activities requiring professional training. Here, also, there is general agreement that the teacher aide contribution has been very valuable (Marks, 1964; Pino, 1966).

## Suggestions for Future Research

All the information on teacher aides is based on collections of judgments. The criteria are all on the weak level of general impressions. The need here, as everywhere, is for valid and reliable criterion measures which are free from subjectivity.

There are many unanswered questions about the use and evaluation of teacher aide programs. What are the effects of such programs on the pupils involved? There are almost no studies which objectively show the gains, either academic or otherwise, of classes which have teacher aides as compared to those without them. It is high time we had more evaluation by test and fewer by testimonial.

Teachers often testify to their greater efficiency when aides are used. However, objective data are in short supply. We need to know what teacher activities are changed by the use of aides and what the effects of teacher and aide activities are on pupil growth.

Follow-up studies are needed to determine the effect the teacher aide experience has had on the aides themselves and on their children. Would children with negative school attitudes change when they saw their parents actively involved in a school setting? Would the parents view the schools, their children, and themselves in a more favorable light? There are little hard data on any of these important possible outcomes of auxiliary teaching experiences.

The use of teacher aides has evolved from their being little more than educational maids for classroom housekeeping to their present status of active involvement in teaching in a form of junior partnership with the regular classroom teacher. This change in status makes it imperative to apply valid and reliable criteria to the evaluation of the outcomes of teacher aide programs. Only then can there be some assurance of obtaining maximum benefits from the vast, untapped reservoir of talent available in the community for educational purposes.

## Summary

This paper summarizes and evaluates the available literature and research on the employment of teacher aides in our public schools. First, the present status of the teacher aide is depicted, as well as current trends in the utilization of school aides. Then the aims of

various teacher aide programs are described in detail, covering the full range of duties assigned to the auxiliary, as well as the problems encountered and the solutions that have been attempted. Finally, past and present techniques and programs are analyzed and evaluated, and needed research and follow-up studies in the area are suggested.

Teacher Aides: An Annotated Bibliography

Prepared with the assistance of
Judith Baum, Assistant Librarian

1. Academy for Educational Development, Inc. Teacher education - an urgent matter. A report to the Commission for Higher Education, state of Connecticut. New York: Academy for Educational Development, Inc., 1966.

This study of Connecticut's projected need for teachers points to the desirability of more extended experimentation in the use of "paraprofessional" personnel.

2. Anastasiow, Nicholas I. An evaluation of the kindergarten teacher-assistant project - project II. Palo Alto: Unified School District, 1966.

Description of a project employing teacher assistants as second teachers in kindergarten sessions with the aim of determining the effect of their activities in culturally deprived enrichment programs. (conducted over a six week period in three elementary schools).

3. Anderson, R. A. Organizational character of education: staff utilization and deployment; subprofessional and paraprofessional personnel. R. Educ. Res., Oct 1964, 34, 458-9.

The literature dealing with nonprofessionals was descriptive or testimonial, and almost none of it was negative. It offered much information on types of duties assigned to them and revealed a general trend toward including a number of functions once regarded as the province of certified teachers.

4. Attebery, R. K. and Gibson, B. Training teacher aides at Hanford. Cal. Educ., Jul 1966, 3, 11+.

The author discusses an Adult Education course to train women, primarily from the poverty group, to work as teacher aides. The course content includes specific areas of study and covers activities and skills needed to help the teacher and pupils.

5. Auxiliaries in every school? Labour will end selection at eleven. Times Educ. Supp., May 1964, 2554, 1170.

The general feeling of such men as Lord Newton, Minister of State for Education and Science, is that recruitment of auxiliaries would benefit the schools and raise the standard of the teaching profession.

6. Auxiliaries; N.U.T. objection. Times Educ. Supp., Apr 1965, 2606, 1329.

The N.U.T. fears that auxiliaries might come to be regarded as freely usable teachers and as satisfactory substitutes.

7. Bartlett, D. B. Non-teaching assistants; a Southend experiment. Times Educ. Supp., Jul 1965, 2615, 29.

Assistants have been utilized effectively in non-professional capacities in the schools.

8. The Bay City Michigan experiment: a cooperative study for the better utilization of teacher competencies, (symposium). J. Teach. Educ., Jun 1956, 7, 99-153.

Guidelines are listed for the employment, training, and duties of teacher aides. It is felt that there is a large source of competent and capable lay people available for aide positions in any given community.

9. Bowman, G. W. and Klopf, G. J. Auxiliary school personnel: their roles, training and institutionalization. New York: Bank Street College of Education, 1966.

Preliminary report on nationwide study of auxiliary school personnel conducted for the U.S. Office of Economic Opportunity. Discusses role definition, training practices, and problems of integrating auxiliary personnel into the school system. (Refer to final report below).

10. Bowman, G. W. and Klopf, G. J. New careers and roles in the american school - report of phase one. A study of auxiliary personnel in education. New York: Bank Street College of Education, 1967.

Comprehensive study concerned with the role development and training of auxiliaries. It investigates the impact which low income auxiliaries may have upon: pupil learnings, parent-school relations, teacher competence, development of auxiliaries as workers and persons, and the system or sub-system within which the auxiliaries are institutionalized.

11. Branwick, J. J. How to train and use teacher aides. Phi Delta Kappan, Oct 1966, 48, 61.

The author lists the performance requirements for a teacher aide.

12. Brewton, H. Meanwhile, in Florida. Junior Coll. J. May 1964, 34, 21.

Gulf coast Junior College students majoring in Teacher Education are gaining experience through participation in a teacher aide program. This appears to be valuable in terms of the personal growth of the students.

13. Brunner, C. Lap to sit on, and much more! Childh. Educ., Sep 1966, 43, 20-3.

The author stresses the value of using teacher aides in the classroom to work with the children, as opposed to doing clerical chores. Selection procedures and duties are suggested and an emphasis is placed on the need for an inservice training program.

14. Burton, Donald B. A survey of personnel welfare provisions for public school teachers... in public school systems enrolling 6,000 or more pupils. Res. in Educ., Jul 1967, 7, 49.

Review of working conditions of 415 school districts in 48 states. Includes provision for sick leave, sabbatical leave, insurance program, hours of work, and supplementary help available.

15. Cawelti, Gordon. Special study: How high schools innovate. New York: McGraw Hill, 1967. (Reprinted from Nation's Schools, April 1967).

National survey on the status of 27 innovative practices among accredited high schools includes data on existing teacher aide programs. Study was joint undertaking of North Central Association of Colleges and Secondary Schools and the Institute for Development of Educational Activities.

16. Cold look at the auxiliaries debate. Times Educ. Supp., Jun 1965, 2612, 1826.

A policy statement issued by the National Union of Teachers lists the sort of jobs that welfare assistants might be expected to undertake. They must work under the direction of and be responsible to the classroom teacher.

17. Clarke, J. R. Proposal for a teachers' aide training program: a two-year program in a Community Junior College can fill a vital social and classroom need. Junior Coll. J., May 1966, 36, 43-5.

A two year, 60 credit hour program in the Junior College is outlined to train a selected group of high school graduates interested in a terminal program related to elementary school for positions as teacher aides.

18. Cutler, M. H. Teacher aides are worth the effort. Nation's Sch., Apr 1964, 73, 67-9+.

The author presents both favorable and adverse criticisms of teacher aides. It is believed that under ideal conditions, an aide should receive some inservice training before starting an assignment.

19. DeBernardis, A. New challenge for community colleges. Educ. Screen AV Guid., Dec 1965, 44, 34-5.

The Portland Community College has a six month, six hour per day, course which trains people in the use of audio-visual equipment in the schools. These people are referred to as instructional materials assistants.

20. Denemark, G. W. Teacher and his staff. NEA J., Dec 1966, 55, 17-19+.

The author feels that the use of auxiliary personnel is an important step forward in making the teacher's job more manageable.

21. D'Heurle, Adma, and others. New venture in school organization. The ungraded school and use of teacher aides. Elemen. Sch. J., Feb 1957, 57, 268-71.

The author feels that teacher aides are influential in getting parents to take their share in the education of the child and for using the community potential in a more systematic fashion.

22. Edelfelt, R. A. Teacher and his staff. Va. J. of Educ., Apr 1967, 60, 11-13.

The author feels that it is time to break with the past and to experiment with new ways to utilize staff in the schools.

23. Emmerling, F. C. and Chavis, K. Z. Teacher aide; North Carolina's comprehensive school improvement project. Educ. Lead., Nov 1966, 24, 175+.

The results of interviews and questionaires indicate highly favorable responses by all involved concerning the use of teacher aides. In the article also is a list of the duties which a teacher aide might perform.

24. Erickson, A. G. Helena reports on high school english teacher aide program. Mont. Educ., Sep 1966, 43, 26-7.

The author presents a list of varied duties assigned to aides and a list of ten suggestions for the better use of teacher aides in the future. Teachers, aides, and students all reacted favorably to a program in which aides were used to grade english themes.

25. Esbensen, T. Should teacher aides be more than clerks? Phi Delta Kappan, Jan 1966, 47, 237.

The author feels that teacher aides should be more than clerks. They should be able to perform limited instructional tasks under supervision of the teacher.

26. Foster, R. E. In slow gear: volunteer teacher aides. Instructor, Sep 1964, 74, 136-7.

The author discusses the adaptability of teacher aides for special-education classes. Of crucial importance is that the aide be sincerely interested in helping children, and the teacher must be a careful planner who is undisturbed by the presence of another adult in the room.

27. Fullerton, Bill J. and Griffith, LeRoy H. The student teacher and team teaching. Dubuque, Iowa: Wm. C. Brown, 1966. (Association for Student Teaching Bulletin #25).

In a discussion of team teaching and the activities and training of the student teacher as a team member, the responsibilities of teacher aides are briefly described. Includes short bibliography.

28. Goldberg, Gertrude S. New nonprofessionals in the human services: an overview. Paper read at conference on the use of nonprofessionals in mental health work: consequences for social work and psychology, Washington D. C., May 1967.

A discussion of the major issues in the nonprofessional field focuses on: capabilities of the poor to assume jobs in the human services, including education; training; reactions of professional groups; and organizational factors related to the implementation of new career programs.

29. Goldstein, D. H. Teacher aides; the Indianapolis plan may lend itself to your school. Instructor, Oct 1966, 76, 31+

Representatives of the poor, meaningfully involved as aides in the Head Start project, are a valuable communications bridge between middle/class teachers and lower class parents.

30. Greenberg, H. M. and others. Valuable legacy of failure; work, education, training program, Rochester. NY State Educ., Feb 1967, 54, 26-31.

The author discusses the effective utilization of former welfare workers, drop-outs, etc., as teacher aides who do not work as assistants, but team-teach as decision-making individuals who are encouraged to take increasing responsibility for the performance of their jobs.

31. Hanson, E. H. Time for educational technology. Education, Oct 1966, 87, 127.

That which must be done by professionals must be identified and kept for professionals, and that which can be delegated to others should be delegated. Professional teachers should be limited to 15 hours in class and should have 25 hours in planning, conferencing, studying and counseling.

32. Hartley, James R. New careers for non-professionals in education. Riverside, California: University of California Extension, 1965.

Comprehensive review of an experimental project conducted in an elementary school in California with the aim of demonstrating some directions schools might follow to solve education problems resulting from socio-economic differences. Some aspects of the problems discussed include: the effectiveness of traditional practices for educating disadvantaged children; communication difficulties; and techniques for evaluation of teaching and learning.

33. Heinemann, F. E. Defining Duties of Aides. Minn. J. Educ., Nov 1963, 44, 19.

The author mentions various semi-professional and non-professional duties for teacher aides.

34. Henderson, P. B. Quality education through the use of instructional aides. Ariz. Teach., Jan 1967, 55, 10-11.

After using instructional aides for one year the Board of Trustees, administration, teachers, and community were reasonably convinced that through a process of refinement and study teacher aides can perform an important function. Ten guidelines are listed for the selection of aides.

35. Herman, W. L. Teacher aids; how they can be of real help. Grade Teach., Feb 1967, 84, 102-3.

The author lists 51 possible non-instructional functions for aides and 21 semi-instructional duties for them.

36. Highman, J. S. Lay reader program is one answer for improving student writing. Mont. Educ., Nov, 1965, 42: 15-16.

The author discusses the use of a lay reader for a ninth grade class.

37. Hinmon, D. E. Morris experiments with college students as teacher aides. Minn. J. Educ., Apr 1966, 46, 17-19.

College juniors interested in elementary education were involved in a program in which they worked closely with teachers in the classroom as teacher aides. The purpose of the program is to give the education student the experience to enable him to gain a teachers' perspective.

38. Hullfish, H. G. Teacher aides - an educative opportunity? Educ. Lead., Mar 1957, 14, 381-383.

The author suggests that the teacher colleges send their third year students into the schools as pre-professional aides in order to help the teacher shortage as well as to give the education student valuable experience.

39. Kown, Frank and Ericksen, Stanford C. An analysis of the specific features which characterize the more successful programs for the recruitment and training of college teachers. Ann Arbor, Michigan: Michigan University, Center for Research on Learning and Teaching, 1967.

Focused on graduate teaching assistantship practices in major U. S. universities, this study of college teacher training emphasizes recruitment and training activities as well as evaluation of training programs and of teaching assistant performance. A "model" training program incorporating the most effective and progressive features of current practices is proposed.

40. Lawson, E. M. Role of the auxiliary; teaching in the truest sense. Times Educ. Supp., Dec 1964, 2587, 1137.

Auxiliaries would be teaching in the truest sense of the word when they assisted in routine matters. Since teaching goes on all the time and is not confined to formal lessons in the classroom everybody in the infant school, according to the author, is engaged in valuable informal education.

41. MacLennan, B. W. New careers as human aides. Children, Sep 1966, 13, 190-4.

The Center for Youth and Community Studies at Howard University prepared an experimental program with ten socially disadvantaged youths from low-income neighborhoods as service aides in the schools. It was found that although training and education are important, the immediate job itself and career lines are crucial to success.

42. Marks, M. B. Assistant Teacher. Nat. Ass. Sec. Sch. Prin. Bull., Mar 1964, 48, 56-60.

A team teaching concept was introduced in the Los Angeles high schools consisting of two teachers per team. One is an experienced master teacher and the other is an assistant teacher. The assistant has a bachelors degree but is not trained in professional course work.

43. Miller, W. W. Clerical Help. NEA J., Nov 1963, 52, 32.

A pilot program in a Columbus Ohio elementary school, utilizing a college freshman education student to assist five first grade teachers, was so successful that ten other college education students were added to the program.

44. National Commission on Teacher Education and Professional Standards. Auxiliary school personnel. Washington, D. C.: NEA, 1967.

Question-and-answer discussion of basic issues and problems. Includes short bibliography.

45. National Education Association, Research Division. Teacher aides in public schools; summary of teacher aides in large school system. NEA Res. Bull., May 1967, 45, 37-9.

The author lists 25 duties which teacher aides might perform. Also included in the article are various selection, training, and supervision methods.

46. Newcomer, K. How would you like an assistant teacher? Sch. & Commu., May 1964, 50, 23-4.

Two junior high school teachers in Springfield experimented with double sized classes consisting of sixty students. The two teachers were in the room at the same time, one serving as the teacher, the other as the assistant, alternating roles for different classes.

47. New York City Board of Education. School volunteer early childhood program fact sheet. New York: School Volunteer Program, 1966.

One page summary of objectives, activities and implementation of a program providing teacher aides for pre-kindergarten, kindergarten, first and second grades in New York City. (superceded by #63 below).

48. New York State Education Department, Bureau of School and Cultural Research. Survey of public school teacher aides, Fall 1966. New York: Bureau of School and Cultural Research, 1966.

Report on the use of teacher aides in New York State public schools. Based on information obtained through two sets of questionnaires from all school districts excluding New York City.

49. Noar, Gertrude. Teacher aides at work. Washington D.C.: NEA, National Commission on Teacher Education and Professional Standards, 1967.

Discussion of current practices, effects, goals and problems relating to teacher aide programs.

50. Office of Economic Opportunity, Community Action Program. Community Action: The nonprofessional in the educational system. Washington D. C.: Community Action Program, 1966.

Discusses desirability of training nonprofessionals as teacher aides, qualifications, duties, and training programs now in progress. Includes source list of available technical assistance and federal funds as well as description of eligibility criteria. Bibliography.

51. Otterness, J. and others. Teacher aides in Minnesota. Minn. J. Educ., Nov 1963, 44, 20.

The author suggests that more free time may be given to the teacher by using teacher aides for lunchtime duties. It is believed that this will improve teacher morale and effectiveness.

52. Pino, E. C. Teacher aides are in. Grade Teach., May 1966, 83, 183-5.

——Teacher aides work with teachers in teacher teams. They perform clerical, housekeeping, and para-professional duties.

53. Pope, L. and Crump, R. School drop-outs as assistant teachers. Young Child., Oct 1965, 21, 13-23.

A 16 week course for high school drop-outs was prepared by Job Orientation in Neighborhoods, a New York City agency, to prepare them to be placed in head start anti-poverty programs as "sub-professional" help.

54. Richmond Public Schools. Human Development Project. Richmond, Va.: 1965.

A brief description of a teacher aide program is included in a general account of the individual activities of six school centers.

55. Riessman, F. Aim for the moon. Ohio Sch., Apr 1966, 44, 20-2+.

The author lists a number of positive functions which he feels aides could serve. He also feels that aides should not be imposed upon teachers and that guarantees should ensure that no aide actually teaches.

56. Riley, R. A. Volunteer teacher aide program tried in Dixie School District. Cal. Educ., Jan 1964, 1, 25-7.

The author presents some excellent practical suggestions concerning the use of teacher aides in primary grades to assist the teacher during reading lessons.

57. Rioux, J. R. At the teacher's right hand. Amer. Educ., Dec 1965, 2, 5-6.

The author emphasizes the need for teacher aides and outlines some of the tasks which the aide might undertake.

58. Rioux, J. W. Here are fourteen ways to use non-teachers in your school district. Nation's Sch., Dec 1965, 76, 42.

The author presents a list of fourteen full or part time positions that could help strengthen educational programs and relieve teachers and administrators of clerical and routine assignments.

59. Rivers, W. C. Teacher aides may set you free. Texas Outl., Oct 1966, 50, 42-3.

Examples of non-teaching duties and recommended steps in selection of teacher aides are listed in the article.

60. Roberts, F. M. How one southern district integrated peacefully. Sch. Mgt., Mar 1967, 11, 103-7.

Housewives were used as bus counselors on integrated school buses in North Carolina.

61. Samter, E. C. Teacher aide: an aid in teaching? N. Y. State Educ., Oct 1963, 51, 21.

This article presents a discussion of several facets of the teacher aides' job, including salaries, hours of work, and most common assignments.

62. Schauland, M. Workshop trains teacher aides. Minn. J. Educ., Feb 1967, 47, 23.

A workshop set up for teacher aides interested in elementary education provides laboratory activities of a practical nature which could be used in regular classrooms. The author claims that the primary purpose of the aide is to increase the effectiveness of the teacher in the classroom.

63. Shalen, Marcia. School Volunteer Program. New York: Board of Education, School Volunteer Program. 1966.

Describes the structure and services offered by a 10 year old volunteer program in New York City elementary, junior and senior high schools. Special emphasis is given to reading help and conversational english programs.

64. Smith, A. Utilization of advanced physics students in the fourth grade. Sch. Sci. Math., Feb 1966, 66, 135-7.

Advanced high school physics students taught science to fourth grade students.

65. Stevens, J. L. Need for teacher aides. Texas Outl., May 1967, 51, 54-5.

A long list of duties for teacher aides is available in this article, the duties being listed under the following sub-headings: setting the classroom climate for learning; instructional related responsibilities; administrative and clerical tasks; and supervisory activities.

66. Teacher aides. Sch. & Soc., Jan 1967, 95, 38-9.

The Florida schools effectively use teacher aides by having 1st, 2nd, and 3rd year college students serve four hours per week in the elementary schools, and by having secondary school students enrolled in Youth Corps serve as teacher aides.

67. Tillman, R. V. Providing time for teachers. Educ. Lead., Feb 1965, 13, 295-98.

The author feels that it is important for teachers to have some time off during the school day for relaxation. There are an ever increasing number of out-of-classroom activities competing for the time of an elementary school teacher.

68. Using teacher aides. Minn. J. Educ., Nov 1965, 46, 29.

Tasks which teacher aides might undertake are detailed in the article. Also listed are professional responsibilities which the aides would not be assigned. The author feels that there is a place for teacher aides but that their tasks must be clearly defined by local boards.

69. Valdez, R. F. Nonn-duty assistant program. NEA J., Apr 1964, 53, 63.

Nonteaching personnel hired to supervise pupils during noon recess allows all teachers to have a free period. The principals feel that his brief respite for teachers leads to better teaching.

70. Weisz, V. C. and Butler, H. J. Training teachers' aides at Garland. Junior Coll. J., Apr 1966, 36, 6-7.

This program is a six week in residence institute for early childhood candidates at Garland Junior College. It coordinates a living-together situation with classes and studying 20 hours per week in a summer camp.

71. Wilson, E. K. Systematizing the english reader. Eng. J., Mar 1966, 55, 350-1+.

Lay readers, usually college educated housewives, have been hired to assist teachers in reading english themes. A system has been devised which makes it possible for the reader to follow the student's progress fairly efficiently and effectively.